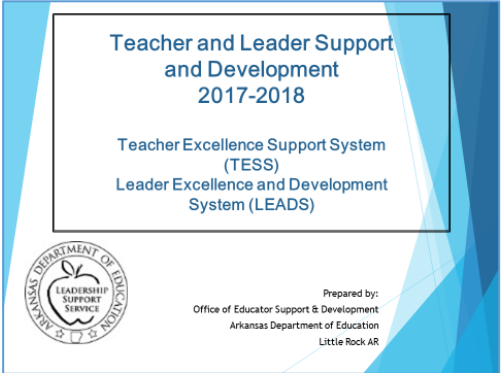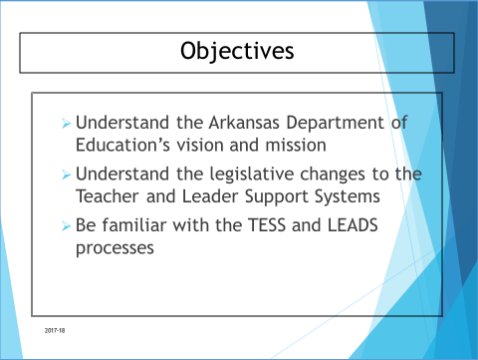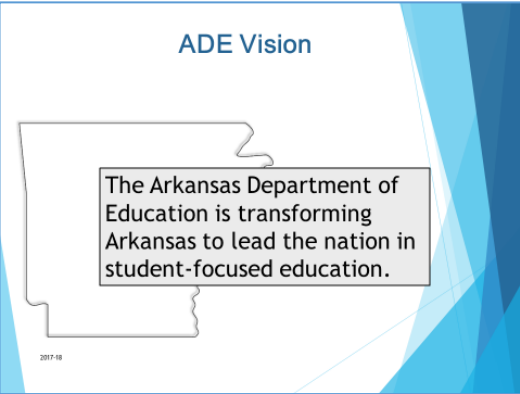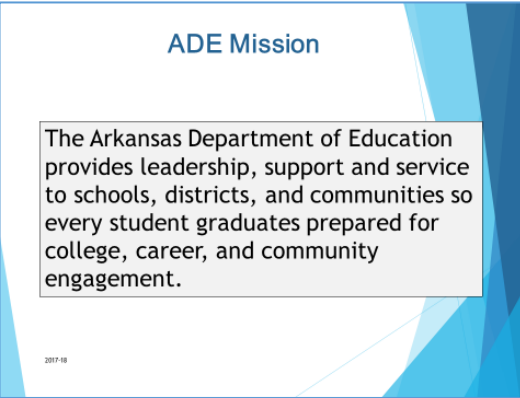|		
 Teacher and Leader Support and Development 2017-2018 Teacher Excellence Support System (TESS) Leader Excellence and Development System (LEADS) Prepared by: Office of Educator Support & Development Arkansas Department of Education Little Rock AR Title slide	**Facilitator's Guide for Updates to TESS and LEADS 2017-2018** *Prepared for all Arkansas Administrators*	Prepare to train: This document is designed with three columns. First: The slide to be shown is pictured. Second: A narrative of facilitator actions and dialogue. Third: Additional information. Participants will need a copy of the TESS and LEADS framework and a copy of a TESS specialist rubric. Chart paper and markers may be needed for some activities.
 Teacher and Leader Support and Development 2017-2018 Teacher Excellence Support System (TESS) Leader Excellence and Development System (LEADS) Prepared by: Office of Educator Support & Development Arkansas Department of Education Little Rock AR 1	Welcome participants. Orient participants to the training site, if needed. Set norms Today's training topic is one that affects every Arkansas teacher and administrator. Ask how many of you work at the PK-4 level? If the size of the group allows have participants share their name and district/school in which they will be working. Ask the same for the K-6, 4-8, and 7-12 levels.	

Objectives ➤ Understand the Arkansas Department of Education's vision and mission ➤ Understand the legislative changes to the Teacher and Leader Support Systems ➤ Be familiar with the TESS and LEADS processes 2017-18 2	Today we will review the ADE's vision and mission, review and discuss the 2017 legislative changes to TESS and LEADS, and identify the processes of TESS and LEADS.	
ADE Vision The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education. 2017-18 3	This is the ADE's vision. What is meant by student-focused education? Allow feedback. Student-focused includes: student needs and interests are considered; different types of assessments are used; collaboration is stressed; student buy-in is important; all students prepared for college and career.	
ADE Mission The Arkansas Department of Education provides leadership, support and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement. 2017-18 4	The ADE helps to support districts to ensure all students are college and career ready, and prepared for community engagement. How does the ADE do this? (next slide)	

 5	Briefly discuss high points of each. It is important that these are provided to districts from the ADE in order to achieve student-focused education. • Leadership – Dedicated to high standards, whole child, and effective results; Excellence through informed risk-taking; Protect public trust by ensuring quality & accountability • Support – collaborate w/others through mutual respect, trust, & professionalism; Communicating in an open, honest manner; Foster new ideas and promote effective practices • Service – Provide quality service in respectful, professional manner; administer agency programs with integrity, honesty, transparency; Use state resources in a wise, efficient & productive manner	
 6	These are the ADE's performance goals.	

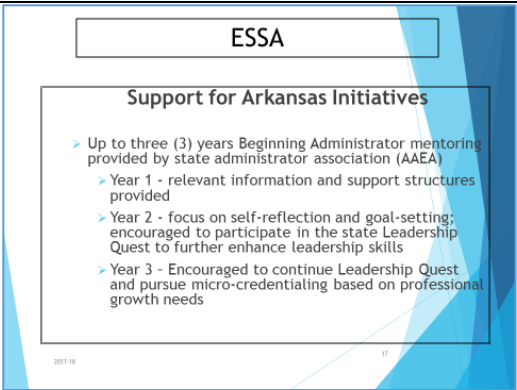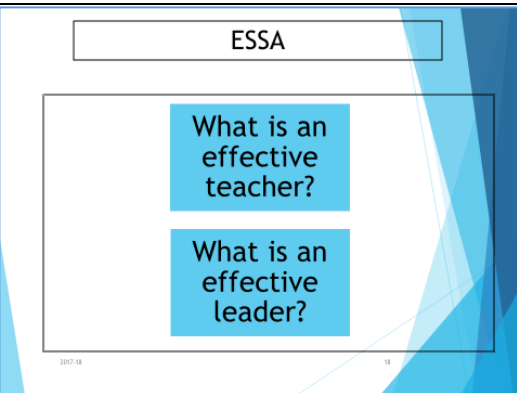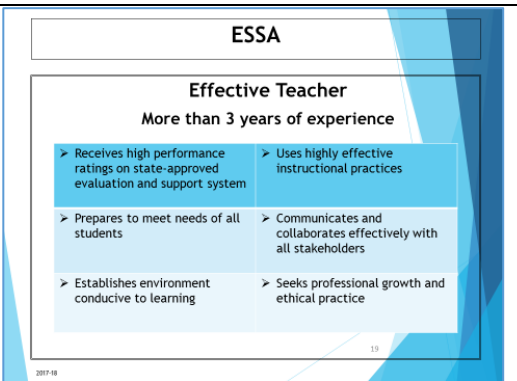|	
Act 295 of 2017: What's New **Personalized Support** ➤ Mentoring and support provided during first three years, the **"formative"** years ➤ Summative rating for novice teacher not required during first three years of teaching ➤ Personalized, competency-based professional learning opportunities provided aligned to professional growth plan (PGP) 2017-18 7	Ask, why is personalized support important? Let participants share. Every teacher and leader has different strengths and weaknesses. One strategy does not fit all needs for everyone. It is important to offer different kinds of support such as the Quests, micro-credentialing, professional learning networks, etc. Stress that a summative rating is not required during the first three years.
Act 295 of 2017: What's New **Personalized Support (cont'd)** ➤ Allows for professional learning through team collaboration, self-directed research, and/or competency-based credentialing ➤ Focused on aligned professional development that is based on identified needs for teacher to have maximum positive impact on student outcomes 2017-18 8	Personalized learning may also include team collaboration. We learn from each other. Each teach/leader PGP must be based on the individual needs for that teacher or leader.
Act 295 of 2017: What's New **Personalized Support (cont'd)** Administrator Leadership ➤ System alignment to new Professional Standards for Educational Leaders (PSEL) ➤ Multi-tiered systems of professional support 2017-18 9	What are the advantages of a multi-tiered system of support? It provides for differentiated support. A first year teacher or leader has needs different from a second year or career teacher/leader.

 10	Stress the importance of being familiar with local policy. School districts have the flexibility of what they choose to use as collection of evidence for TESS and LEADS.
 11	A district must submit a plan in order to request a waiver for appraisal and teacher performance. Emphasize bullet #2.
 12	Ask, what are examples of multiple measures of student growth? Allow participants to share. NWEA (Lexile levels), ACT Aspire, alternate assessments of disabled students, ACT, PSAT (advanced placement potential) Discuss intensive support status. Proper documentation is needed to put a teacher in intensive support status. Always consider Teacher Fair Dismissal. Direct observation, indirect observation, artifacts, and data will be discussed later in the presentation.

Act 295 of 2017: What's New **Feedback** ➤ Summative rating at least once every four years ➤ No overall rating required in formative years; teacher and evaluator collaborate on PGP ➤ No domain level ratings required ➤ All evidence contributes to <u>ONE</u> overall summative rating 2017-18 13 13	Emphasize each update. A summative rating can be done at any time but only has to be done once every four years.	
Every Student Succeeds Act (ESSA) http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa ➤ Signed into law December 2015 ➤ Reauthorized the Elementary and Secondary Education Act (ESEA) that provides opportunity for all students ➤ State must define Accountability System ➤ State and LEAs must ensure poverty, minority students are not disproportionately served by inexperienced, out-of-field, ineffective teachers 2017-18 14 14	ESSA includes provisions to ensure success for all students.	
ESSA **Arkansas Initiatives** ➤ Opportunity Culture Pilot: Focus on Teacher Leaders ➤ Leadership Quest, Year 2: Support of administrators ➤ Equity Labs within Educational Service Coops (Workforce Stability Index) ➤ Personalized, competency-based mentoring for teachers and leaders 2017-18 15 15	Discuss what the state is doing concerning. Opportunity Culture ■ North Little Rock School middle school implementing Opportunity Culture model to encourage teacher leaders; more students are exposed to excellent teachers Explain Leadership Quest – Journeys (over 700 principals have participated) ■ Maximizing Talent – Building capacity & strengthening leadership ■ In Pursuit of Teacher Excellence – Supporting continuous professional growth ■ Journey to a Great Place to Work and Learn – Building a culture conducive to learning	

	Quests are held regionally and facilitated by practicing administrators. Support coaches are available to support administrators.
	Equity Labs established in coops and within Pulaski County to ensure all students have access to effective teachers and leaders. Provides structure for regional meetings to allow for planning for
	    ▪ Ensuring equitable access to effective educators
	    ▪ Exploring challenges and sharing best practices for ensuring equity
	    ▪ Identifying tools and resources
	    ▪ Sharing state specific support for addressing gaps
	Workforce Stability Index – data measure to analyze student access to effective teachers at the district, school, and state levels	

16 **ESSA** **Support for Arkansas Initiatives** ➢ Novice teacher mentoring through Educational Service Cooperatives (3 years) ➢ Mentoring is personalized and supports teachers based on regional needs ➢ Mentoring consists of face-to-face meetings, virtual options, and micro-credentialing	Explain micro-credentialing. Competency-based recognition for professional learning Ask, what are the advantages of micro-credentialing? Let participants share. Ask if anyone has completed a micro-credential?	
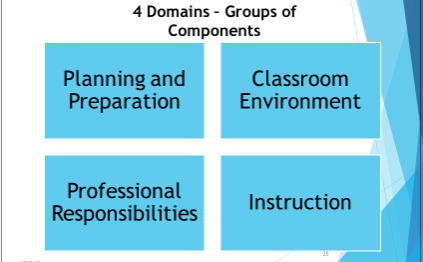
ESSA **Support for Arkansas Initiatives** ➢ Up to three (3) years Beginning Administrator mentoring provided by state administrator association (AAEA) ➢ Year 1 - relevant information and support structures provided ➢ Year 2 - focus on self-reflection and goal-setting; encouraged to participate in the state Leadership Quest to further enhance leadership skills ➢ Year 3 - Encouraged to continue Leadership Quest and pursue micro-credentialing based on professional growth needs 17	Discuss each year. ▪ Year 1 -Regional Professional Learning Communities Topics to be covered are determined based on needs of administrators ▪ Year 2 – Leadership Quest – regional meetings facilitated by practicing administrators ▪ Year 3 – Continue Leadership Quest and encourage micro-credentials; MCs are in BloomBoard and cover different topics	
ESSA What is an effective teacher? What is an effective leader? 18	Activity – In groups, ask each question. Use chart paper and post. Compare with state proposal in next two slides.	
ESSA **Effective Teacher** **More than 3 years of experience** ➢ Receives high performance ratings on state-approved evaluation and support system ➢ Uses highly effective instructional practices ➢ Prepares to meet needs of all students ➢ Communicates and collaborates effectively with all stakeholders ➢ Establishes environment conducive to learning ➢ Seeks professional growth and ethical practice 19	This is the definition Arkansas has proposed as part of its state ESSA plan.	

	This is the definition Arkansas has proposed as part of its state ESSA plan.	
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	Emphasize main points of each act ■ 746 – Streamlines process for completing background checks ■ 564 – Additional 4 members added to broaden representation of workforce; Ed prep programs now have yearly reporting and review of program quality; all educators (licensed or un-licensed) are accountable for code of ethics ■ 294 – Tiered licensure system to recognize career advancement and leadership (proposed to begin in Jan. 2019); ethics training for those in alternative educator preparation programs; provisional licenses may be given to those in alternative programs, reciprocity candidates	
21		

Other Legislative Acts **Act 416** – Stand Alone Reading Test Licensure **Act 1063** – Right to Read **Act 937** – National Board for Professional Teaching Bonus 2017-18 22	Emphasize main points ■ 416 – test required to receive Standard license (test recommended by diverse group of stakeholders) for K-6 elementary and SPED first time licensure candidates (beginning in 2017-18), K-6 add-on, reciprocity for K-6 elementary and K-12 SPED with less than 3 years of teaching experience ■ 1063 – legislates accountability for teachers to demonstrate proficient knowledge and skills in teaching reading, based on the science of reading (K-6 and K-12 SPED); those in all other licensure areas must obtain awareness credential upon completion of an ADE prescribed pathway	

Charlotte Danielson and the TESS Framework
 	
Charlotte Danielson states:
 	
➤ "An effective system of teacher evaluation accomplishes two things:
  ➤ it ensures quality teaching
  ➤ it promotes professional learning.
 	
➤ The quality of teaching is the single most important determinant of student learning.
 	
2017-18
23
	Ask questions prior to slide.
	
	What is the single most important thing that effects student learning? Discuss at your table or with a partner.
	
	What are the characteristics of an effective teacher evaluation system to "ensure that teaching is of high quality" according to Danielson?
	
	Let each group share.	

Charlotte Danielson and the TESS Framework *Charlotte Danielson states:* ➢ A school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. ➢ Therefore, the system developed for teacher evaluation must have certain characteristics; it must be rigorous, valid, reliable and defensible, and must be grounded in a research-based and accepted definition of good teaching." 2017-18 24 24	Continued from previous slide.	
Charlotte Danielson and the TESS Framework **4 Domains – Groups of Components** Planning and Preparation Classroom Environment Professional Responsibilities Instruction 2017-18 25 25	Review	
Charlotte Danielson and the TESS Framework **22 Components** • Statements of effective teaching practices **76 Elements** • Essential parts of components 2017-18 26 26	Review	

Charlotte Danielson and the TESS Framework Seven Themes Equity Cultural appropriateness Use of technology High expectations Developmental appropriateness Attention to individual student needs Student acceptance of responsibility 2017-18 27 27	Activity with framework Hand out outline of TESS framework. Assign each theme to a group or pair depending on number of people. Ask them to identify domains and components that match with the theme. Share out the findings.	
Specialty Area Rubrics Based on Danielson's Framework for Teaching School Counselor Library Media Specialist School Psychologist Instructional Specialist Gifted Coordinator Speech Language Pathologist 2017-18 28 28	Pass out example of one of these rubrics. Do an activity comparing one with the rubric for the teachers. What are the similarities? What is different? All include the domains. The components align with the role of each position.	It is good to use several of the rubrics. Do not give the same rubric to all participants.
Levels of Performance 	Unsatisfactory	Basic	Proficient	Distinguished
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Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive | 2017-18 29 29	Discuss how this can help when rating. These are examples of key words to consider when deciding the difference between basic and proficient or proficient and distinguished, etc. Activity if time permits. Select a domain and component and look at the difference between basic and proficient, and proficient and distinguished.	
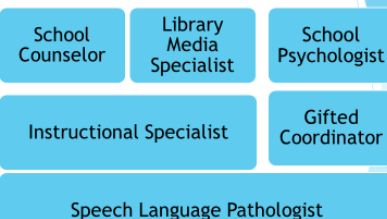
Types of Evidence
 	
Direct Observation
The evaluator is physically present in the school or venue where the school/district teacher or leader is present, leading and/or managing
 	
Indirect Observation
The evaluator is observing systems that operate without the teacher or leader present
 	
Artifacts
Materials that document the school/district teacher or leader's practice
 	
Data
Teacher and student performance data, student performance data, overall school performance data
 	
2017-18
 	
30
	Ask for specific examples of each.
	    ▪ Direct observation – classroom, hallway, parent conference
	    ▪ Indirect observation – response to emails, parent letters, newsletters, lesson plans
	    ▪ Artifacts
	    ▪ Data – state assessments, school discipline, attendance, etc.	
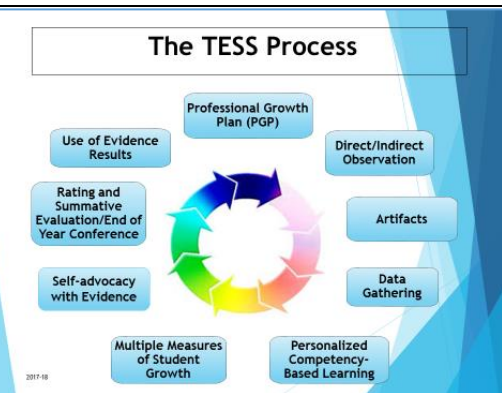
The TESS Process Professional Growth Plan (PGP) Use of Evidence Results Direct/Indirect Observation Rating and Summative Evaluation/End of Year Conference Artifacts Self-advocacy with Evidence Data Gathering Multiple Measures of Student Growth Personalized Competency-Based Learning 2017-18 31	Briefly summarize chart. This is the process of improving instruction and teacher/leader professional skills. Activity - Ask, how does the TESS framework specifically support teachers? Let participants work in pairs or at tables. If time permits, use chart paper. Move to the next slide.	
TESS Framework as Support Encourages teacher reflection and self-assessment Provides a guide to teaching Provides mentor information to identify growth needs of the teacher Provides guidance for the teacher when developing PGP 2017-18 32	If a mentor, instructional facilitator observes a teacher or reviews lesson plans, etc., the mentor can make suggestions. The focus can be on where the greatest needs are that will have the most impact. It is important for a teacher to self-reflect in order to improve.	
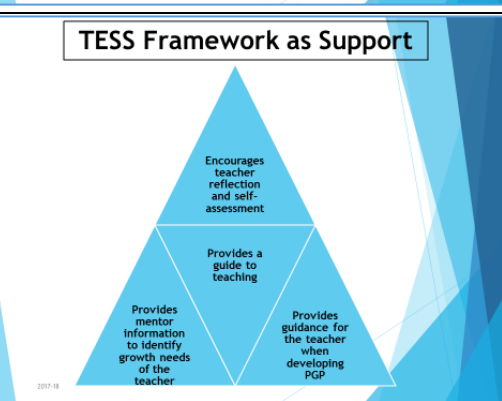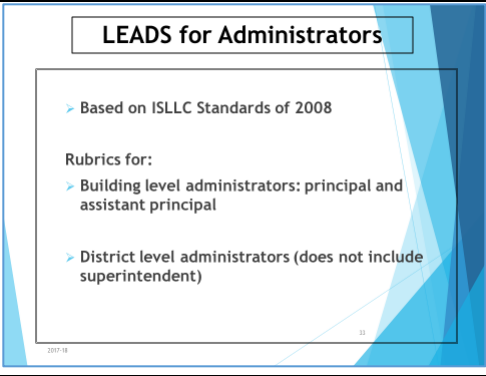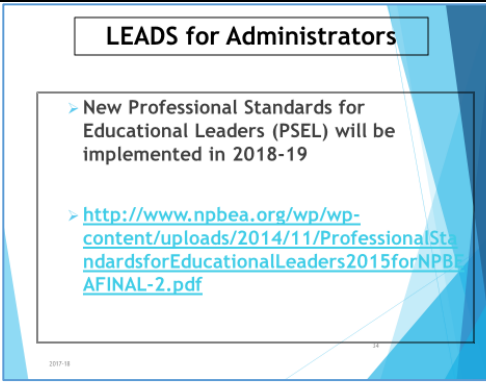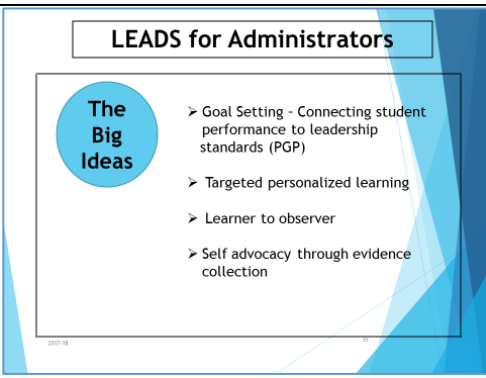
LEADS for Administrators ➤ Based on ISLLC Standards of 2008 Rubrics for: ➤ Building level administrators: principal and assistant principal ➤ District level administrators (does not include superintendent) 2017-18 33	Discuss what differences might be in principal and assistant principal rubrics. The role of APs vary from district to district. Example - Some assistants are responsible for curriculum and some are responsible only for discipline. Read some examples from the rubrics.	
LEADS for Administrators ➤ New Professional Standards for Educational Leaders (PSEL) will be implemented in 2018-19 ➤ http://www.npbea.org/wp/wp-content/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf 2017-18 34	PSEL standards replace the ISLLC standards of 2008.	
LEADS for Administrators **The Big Ideas** ➤ Goal Setting - Connecting student performance to leadership standards (PGP) ➤ Targeted personalized learning ➤ Learner to observer ➤ Self advocacy through evidence collection 2017-18 35	▪ As a leader, you are ultimately responsible for student growth in your building. ▪ What will you do to achieve your professional growth goals? The learning must be personalized. ▪ When you become the observer, you are now responsible for providing quality support to teachers. ▪ You can collect evidence to show you are meeting your PGP goals. You are advocating for yourself as teachers also advocate for themselves.	

36 **LEADS for Administrators** Rubric consists of: ➢ 6 standards ➢ 31 functions 	Not meeting standards	Progressing	Proficient	Exemplary	 2017-18	If time permits, pass out a rubric. Have each pair or table compare and discuss the difference from one rating to the next for a specific standard and function.	
37 **ISLLC and PSEL Crosswalk** 	ISLLC 2008 (6)	PSEL 2015 (10)	 	1. Vision	1. Mission, Vision, and Core values 10. School Improvement	 	2. School Culture and instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff	 	3. Operations, Management, and Resources	5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 9. Operations and Management	 	4. Collaboration with Faculty and Community	8. Meaningful engagement of Families and Community	 	5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness	 	6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness 8. Meaningful Engagement of Families and Community	 2017-18	Share an example straight from a LEADS standard to show the comparison.	
38 **Comparing the ISLLC and PSEL Themes** 	ISLLC	PSEL	 	Equity – responding to cultural context	Equity – Standard 3 specifically addresses equity and cultural responsiveness	 	Talent Development – create a culture that is "conducive to professional growth"	Talent Development – Standard 6 calls leaders to develop professional capacity and practice of school personnel	 	Leadership Capacity – references importance of developing, articulating, and implementing vision	Leadership Capacity – Standard 10 specifically addresses continuous improvement	 	Academic systems – Curriculum, instruction, assessment	Academic Systems - Specifically refers to intellectual rigor and coherence	 2017-18	Share an example straight from a LEADS standard to show the comparison.	
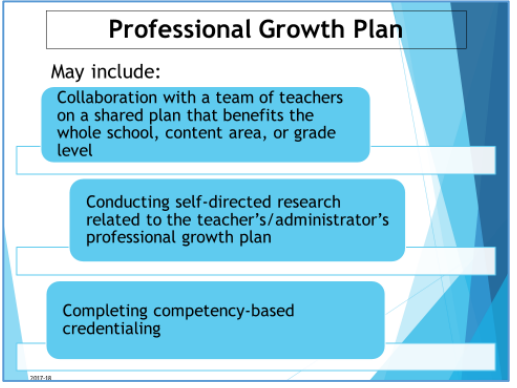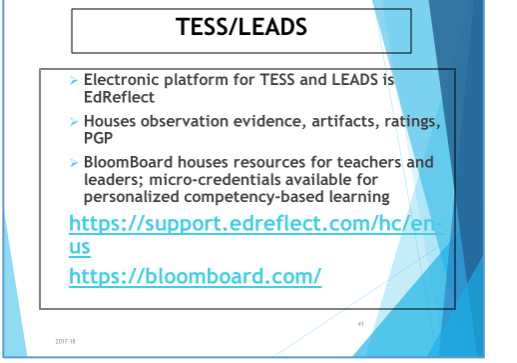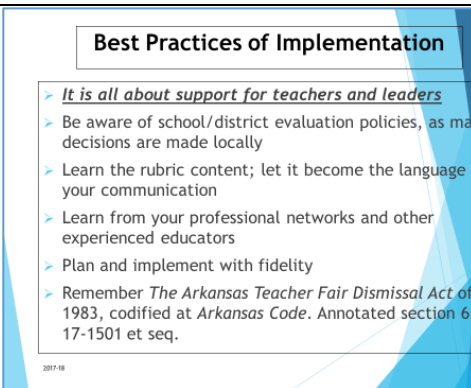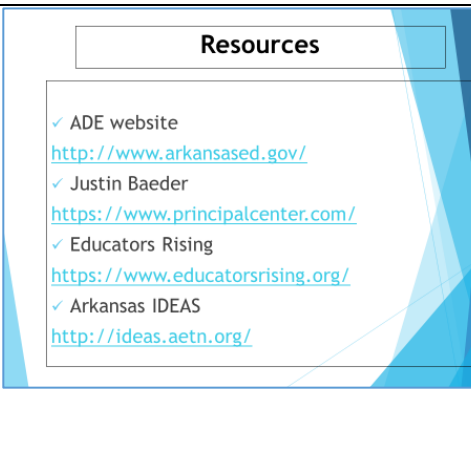
Professional Growth Plan (PGP) Identifies professional growth outcomes to advance professional skills Links personalized, competency-based professional learning opportunities to growth outcomes of individual teacher or leader **Professional Growth Plan** 39	▪ Stress that a PGP should be personalized. A goal may be a school goal or a group goal. (Ex: goal by grade level) ▪ What is a reasonable number of goals in a PGP? ▪ The PGP is developed by the teacher or leader in collaboration with the evaluator; others may help to develop the PGP such as instructional facilitators, peer observers	
Professional Growth Plan May include: Collaboration with a team of teachers on a shared plan that benefits the whole school, content area, or grade level Conducting self-directed research related to the teacher's/administrator's professional growth plan Completing competency-based credentialing 40	Review	
TESS/LEADS ➢ Electronic platform for TESS and LEADS is EdReflect ➢ Houses observation evidence, artifacts, ratings, PGP ➢ BloomBoard houses resources for teachers and leaders; micro-credentials available for personalized competency-based learning https://support.edreflect.com/hc/en-us https://bloomboard.com/ 41	If time permits, go online to BoomBoard and show a micro-credential. Go to Ed Reflect for a look at the site.	

 42	This is required data that must be reported to the ADE. There are no names attached to ratings that are sent. When the state ESSA plan is approved, ineffective teachers will be reported.	
 43	Stress that new teachers must be trained in the evaluation system used by the district. It is up to the district as to how the training is delivered.	
 44	Review each item listed. • You must always remember the Teacher Fair Dismissal Act • Different types of data may be used to support the PGP • Some components on the specialist rubrics may not apply to all teachers/administrators • Learner to observer training is included in new administrator induction; it prepares administrators to effectively observe teachers and to give quality feedback	

Are You TESS/LEADS Ready? Ensures proper training for school/ district personnel Provides clear and consistent communication concerning TESS/LEADS implementation following appropriate district policies Provides appropriate support for building-level leaders in TESS/LEADS planning and implementation Demonstrates implementation of TESS/LEADS with fidelity 2017-18 45 45	It is important that the district provides: • Training • Support • District policies • Implementation	
Best Practices of Implementation ➤ *It is all about support for teachers and leaders* ➤ Be aware of school/district evaluation policies, as many decisions are made locally ➤ Learn the rubric content; let it become the language of your communication ➤ Learn from your professional networks and other experienced educators ➤ Plan and implement with fidelity ➤ Remember *The Arkansas Teacher Fair Dismissal Act* of 1983, codified at *Arkansas Code*. Annotated section 6-17-1501 et seq. 2017-18 46	Stress support of teachers and leaders. Teachers and leaders all need support to develop their professional skills. Support is also very important for recruitment and retention of teachers and administrators.	
Resources ✓ ADE website http://www.arkansased.gov/ ✓ Justin Baeder https://www.principalcenter.com/ ✓ Educators Rising https://www.educatorsrising.org/ ✓ Arkansas IDEAS http://ideas.aetn.org/ 47	The following are resources which may be of benefit you throughout the year. On the ADE website, you may access school and district data on the ADE Data Center page. This page is accessible to anyone. The student GPS dashboard shows a comprehensive view of each student. Arkansas Ideas is an excellent resource for professional development opportunities. Resources are aligned to TESS and LEADS domains and standards.	

	Justin Baeder's website provides many resources for administrators. One is the 21 Day Instructional Challenge.	
48	Educator's Rising is "committed to cultivating highly skilled educators". It is for those wanting to become teachers and those who are supporting them. Opportunity Culture is about teacher leadership. The website provides models for implementing teacher leadership in schools. The PSEL standards may be accessed form the CCSSO website.	
49		

Resources ✓ *Leadership Matters*, NASSP ✓ *Rethinking Principal Evaluation*, NASSP ✓ Arkansas Association of Educational Administrators http://www.theaaea.org/ 50		
WOWs and WONDERS ➤ Share the understandings you gained from our time together today. ➤ What did you have confirmed for you? ➤ What was new to you? ➤ What pertinent questions does this bring up? ➤ What does this mean for you in the classroom or as a leader? ➤ What could have been done to deepen or improve this training? 51	Have participants complete an evaluation form.	
Sandra Hurst, Director Sandra.Hurst@Arkansas.gov **Becky Gibson**, Teacher and Leader Support Advisor Becky.Gibson@Arkansas.gov **Maureen Harness**, Teacher and Leader Support Advisor Maureen.Harness@Arkansas.gov **Renee Nelson**, Teacher and Leader Support Advisor Renee.Nelson@Arkansas.gov **ADE Office of Educator Support & Development** **Four Capitol Mall** **Little Rock AR** 52		